Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT BEEHIVE SCIENCE AND TECHNOLOGY ACADEMY March 18, 2008

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Beehive Science and Technology Academy on January 22-23, 2008, included student record reviews, interviews with school administrators, teachers, and parents. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Tracking of assignments has helped special education students complete more assignments; results are higher grades.
- Reviewing for test during study table with special education teacher has helped student gain higher scores on tests.
- Testing in special education room has helped some students, but not others.
- Special education files all contained a record of access form, which has been utilized by school
 personnel when accessing the file. Files were stored in a locked cabinet with an Access
 Authorization posted.
- Initial evaluations were completed within 45 school days of receiving parent consent for evaluation.
- Data for evaluation summary reports were included in special education files.
- Evaluations utilized a variety of assessment tools and strategies. Eligibility was determined by a complete eligibility team.
- Evaluation procedures for other health impairment were followed.
- Small class sizes promote student success. Students receive additional attention in all classes.
- Current special education forms are in use and have been approved by the USOE.
- Teachers, in pairs, do home visits for all students, at least once a year.
- School mission statement and rules are posted in each area of the school (including hallways and cafeteria) and are visible to all students, teachers, and visitors.
- After-school activities are provided and available to all students, including students with disabilities. 50% of students with disabilities currently participate in after school activities. Each teacher sponsors at least one club and is available for after school tutoring for their students.
- School staff are committed to student success.
- The special education director is provided release time to attend state level trainings.
- Technology is utilized for lesson planning and the provision of curriculum, including assessment tools.
- Students were appreciative of the special education program and feel that they have made progress.
- A regular physical education program is available to all students at BSTA, including students with disabilities.
- School improvement activities including provisions for students with disabilities.
- During classroom observations, the provision of IEP accommodations such as extended time and reduce distractions was observed.

Parent Involvement

- Parents participated on all but one IEP team.
- Parents attended IEP meetings and signed to show their attendance. Parents and school staff reported that meetings were scheduled at mutually agreeable times.
- Procedural Safeguards are provided to parents and documented in many ways in special education files. Parents, during the parent focus meeting, stated that the Procedural Safeguards were explained to them.
- Special education files contained reports on end of year progress towards IEP goals.
- Consent for evaluation forms were only marked to show areas where assessment was needed.
- Prior written notice statements of proposed actions were included in special education files.
- Parents were provided copies of IEPs and evaluation summary reports, as documented in special education files.
- Parents are invited to attend a school parent meeting each month.
- There is a parent representative servicing on the BSTA UPIPS Stakeholder Steering Committee.
- Parent input is considered during IEP and eligibility meetings, as reported by special education personnel, parents, and documented in special education files.
- Parents, during the parent focus group, stated that the school facilitates opportunities for them to
 provide input at times other than at IEPs and encourages their involvement as a means of
 improving services to their students with disabilities.

Free Appropriate Public Education in the Least Restrictive Environment

- All students attend the regular education classes for core subjects except math.
- Special education students who are struggling in Algebra were moved to a Key to Algebra special education class.
- Team membership included all required team members and was documented for IEP and eligibility meetings.
- Present levels of academic achievement and functional performance (PLAAFP) statements
 described how the disability affects progress and involvement in the general education
 curriculum.
- IEPs include goals that address areas of student need, as identified in the PLAAFP statement.
- IEPs include projected date for beginning of special education services.
- IEPs included documentation of extended school year (ESY) decisions.
- IEPs are current and included in special education files.
- Special factors were considered and documented on IEPs.
- BSTA utilizes a behavior tracking software to document student behavior issues, which are addressed by school administrators when a student reaches a predetermined level. Any information, when added to the program, is automatically emailed to the parents of the student.
- Students, during the student focus group, report attending IEP meetings and could describe the specialized instruction and accommodations they receive as a result.
- Parents, during the parent focus group, reported discussing accommodations during IEP meetings.
- General education teachers are aware of student IEP needs, as reported by parents.

Transitions

 Special education director and school administrators are aware of the need for a school to postschool transition program as BSTA.

Disproportionality

- BSTA did not have a discrepancy in their suspension rates for students with disabilities during 2005-2006 school year.
- Due to a small n size (<10), which could make results identifiable, data could not be analyzed for disproportionality.

Areas of Systemic Noncompliance*

- Evaluation and Eligibility Procedures: Review of Existing Data not documented during reevaluations; eligibility determinations not current; evaluations were not comprehensive and did not address all areas of need; evaluation procedures not followed:
 - SLD observations missing, SLD relevant behavior not noted, and SLD discrepancy report not included.
- Reevaluation timelines exceeded.
- FAPE was not provided to a student who was denied related services upon enrollment at BSTA.
- IEPs do not document when progress will be reported to parents.
- Notice of Meetings not documented for eligibility. IEP development, or placement review.
- IEPs and placement not reviewed/revised at least annually.
- IEP Contents: Specific special education services not listed, PLAAFPS did not include baseline/current data, and U-PASS addendum not completed.
- School to Post-School Transition: Transition plans, for students who will be age 16 during the period of the IEP, were not completed; transition services, including courses of study, for students who will be age 16 during the period of the IEP, were not completed; age appropriate transition assessments, for students who will be age 16 during the period of the IEP, were not completed; measurable post-secondary goals related to training or education, for students who will be age 16 during the period of the IEP, were not completed; measurable post-secondary goals related to employment, for students who will be age 16 during the period of the IEP, were not completed.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.